



## Music, Movement & Manipulatives

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**Because music uses more regions of the brain than any other activity, it only makes sense to use music to aid in memory and retention of important facts and concepts.**

This can be done through activities that include music (songs, rhythm activities) or movement (dance, drama, game).

**"Shake it! Shake it!"** Get up and use focused movement

- \*body parts
- \*listening
- \*control

Music/movement activities are non-stressful ways to evaluate abilities.

Could the children move just a certain body part? Can they stop?

**"Show Me How You Move to S"** Discuss what letter Shake starts with

- \*A for each letter that is done in a style of music that starts with that letter
- \*Builds vocabulary

**"Shake the Shaker"** Each child gets an egg or maraquita

- \*Body control
- \*Listening skills



**BRAIN FACT** During the first year of life, rhythm is the element of music that has the greatest effect. (Dr. John Ortiz). The human brain is innately responsive to highly rhythmic music and the only mammal that will tap its toe because of automatic tendency.

**"Animal Train"**

- \*Learn sounds of different animals
- \*Following directions and listening skills
- \*Animals at Hobby Lobby

**"Today is Monday"** Song to go with Eric Carle's book. This version introduces different regions of the country. Can have children make their own cards with their favorite food. (Might make it very multi-cultural.) Mary Jo Huff has a version where each day is a different weather



Signs for days of week are initialized, meaning you use the letter the day begins with to show the sign and move your hand next to your head in a circular motion. Some have palm face out; others face palm inward.

**"Shake it! Bounce it!"** Control

- \*Work together to keep objects ON the parachute

### **"In and Out the Window"**

- \*Spatial temporal reasoning - the ability to understand your body in space and time  
~~ must be in place to understand numbers.
- \*Patterns and patterns with variation
- \*Following directions; listening
- \*Pre-planning; Working together

### **"Moving with a Scarf"** Scarves work on spatial temporal reasoning, awareness of body

- \*Science skills are tickled as scarves float in the air

### **"I've Got a Bean Bag"** Bean bags can be used to work on coordination along with

- \*following directions
- \*listening
- \*confidence
- \*science (what's in there?)



**BRAIN FACT** Afro Cuban / Salsa beats can benefit the brain by about 20% more than Mozart! (Parsons, 2006).

### **"Five Hip-hoppy Frogs"** Use all styles with children; Captivate them

Invites silly participation as well as focused parts to come in for

### **"Wide-mouthed Bullfrog"** book by Keith Faulkner

- \*Children love this story. If you don't have book, use pictures or puppets.
- \*Stay in one place or you become a moving target that is hard to follow.
- \*For mouse, "Eek". High pitch sounds energize the brain.
- \*For 'hop, hop, hopped', slap thigh 3 times. Activates vestibular system
- \*Open and close book for gator page to show jaws moving. .
- \*Keep finger inserted for easy movement back and forth.
- \*When finished, open last page. Everyone throws up their arms and yell "Splash!"

### **"Three Pigs Rap"** Use of Rap to tell Story

### **"Who Can Pull the Stretchy Band?"**

Develops verbal, motor, social and language skills as you work together  
Use of counting and directions



### **BRAIN FACT**

People who dance once a week decrease their chance of Alzheimer's and dementia by 79%. (Verghese, 2003). Playing a musical instrument decreases it by 69%. (Churchill, 2002).

### **"Music Makes Me Wanna Move"** Blends of two styles of music

- \*Reinforces mindset of "I LIKE to move" (And, I like Music!)
- \*Listening

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